DOCUMENT RESUME

ED 463 997 SO 033 694

TITLE	Kentucky Core Content for Social Studies Assessment.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	1999-09-00
NOTE	45p.; For the Arts and Humanities Assessment, see SO 033 695.
AVAILABLE FROM	Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601. Tel: 502-564-4770; Web site: http://www.kde.state.ky.us/.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Standards; Citizenship; Civics; Core Curriculum; Cultural Context; Economics; Elementary Secondary Education; *Evaluation Criteria; Geography; History; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS	*Kentucky

ABSTRACT

The goal of Kentucky social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various sub-disciplines of social studies (government and civics, history, geography, economics, culture and society). This assessment document is a companion document to the "Program of Studies for Kentucky's Schools," which outlines the curriculum for social studies at each grade level. In this assessment document, the charts of content are organized into five areas based on the seven Academic Expectations for social studies. Each of the five areas is further organized around three to four assertions or broad content statements. The same assertions are used across the grade level clusters (elementary assessment at grade 5, middle level assessment at grade 8, and high school assessment at grade 11). Bullets under each assertion highlight the grade level differences. The bullets are generally aligned across grade level clusters to show the spiraling curriculum of social studies where a concept is introduced in elementary school and developed in middle and high school. Some bullets contain additional information in parentheses. As teachers use the "Core Content for Social Studies Assessment" to make curricular decisions, it recommends they incorporate all five strands of the social studies. Each Core Content Statement is coded with a reference to part of the Core Content for Social Studies Assessment. Codes of SS (social studies), E (elementary), M (middle school), and H (high school) indicate the grade level at which Kentucky students should know this content for assessment. Numbers in the code indicate the social studies strand and its relationship to the assertions within a strand. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 997

Kentucky Department of Education

Kentucky Core Content for Social Studies Assessment

Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601
502-564-4770

September 1999

SO 033 694

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

A. ARRASTIA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

2

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Core Content for Social Studies Assessment

The goal of social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various sub-disciplines of social studies (government and civics, history, geography, economics, culture and society).

Kentucky's Core Content for Assessment is a companion document to the *Program of Studies for Kentucky's Schools*. Kentucky's *Program of Studies* outlines the curriculum for social studies at each grade level. Kentucky's Core Content for Social Studies Assessment is an assessment document.

The charts of content on the following pages are organized into five areas based on the seven Academic Expectations for social studies. The areas are:

ACADEMIC EXPECTATIONS		STRAND	STRAND NUMBER
2.14 Democratic Principals	2.15 Political Systems	Government and Civics	1
2.16 Social Systems	2.17 Cultural Diversity	Culture and Society	2
2.18 Economics		Economics	3
2.19 Geography		Geography	4
2.20 Historical Perspective		Historical Perspective	5

Each of the five areas is further organized around three to four assertions or broad content statements. The same assertions are used across the grade level clusters (elementary--assessment at grade 5, middle level--assessment at grade 8, and high school--assessment at grade 11). Bullets under each assertion then highlight the grade level differences. The bullets are **usually** aligned across grade level clusters to show the spiraling curriculum of social studies where a concept is introduced in elementary school and further developed in middle and high school. Some bullets contain additional information in parentheses. As teachers use the Core Content for Social Studies Assessment to make curricular decisions, they need to incorporate all five strands of the social studies.

Within the document, each Core Content statement is coded. The fact that the statement is part of the Core Content for Social Studies Assessment is indicated by a SS. E, M, and H (elementary, middle and high) indicate the grade level by which Kentucky students should know this content for assessment. The numbers in the code indicate the strand of social studies and its relationship to the assertions within a strand. For example, the first bullet of the first strand under the first assertion is numbered 1.1.1.

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

Academic Expectation 2.14: Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectation 2.15: Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
People form governments to establish order, provide security, and accomplish common goals.		
SS-E-1.1.1 Democratic governments function according to the needs and wants of the citizens and provide for society's needs (e.g., police and fire departments, education, highways). **SS-E-1.1.2** The purpose of a government's rules and laws (e.g., U.S. Constitution, school rules) is to establish and maintain order. **SS-E-1.1.3** The basic purposes of the government of the United States are the establishment of order, security, the protection of the rights of individuals, and the attainment of common goals as specifically listed in the Preamble to the U.S. Constitution.	**SS-M-1.1.1** Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic). **SS-M-1.1.2** Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). **SS-M-1.1.3** The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.	**SS-H-1.1.1** Governments derive their power from different sources (e.g., democracy - its citizens; monarchies - by decree; dictatorship - by conquest, political maneuvering, and/or military power). **SS-H-1.1.2** Democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). **SS-H-1.1.3** The U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

Government and Civics (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.		
SS-E-1.2.1 The three levels of government are local, state, and national. **SS-E-1.2.2** The three branches of government at each level are legislative (propose bills/make laws), executive (carry out or enforce laws), and judicial (interpret laws). **SS-E-1.2.3** Every level of government has specific offices associated with each branch that vary in title but contain similar duties (e.g., executive branch: local - mayor, state - governor, national - president).	**SS-M-1.2.1** The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. **SS-M-1.2.2** Federal (national) and state governments have both separate and shared powers.	**SS-H-1.2.1** Powers of government are distributed and shared among levels and branches to reflect the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). **SS-H-1.2.2** The principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights) protect individual rights and promote the "common good."
All citizens of the United States have certain responsibilities as members of a democratic society.		
SS-E-1.3.1 Rights and responsibilities of the individual are determined by specific roles within various groups, including family, peer group, class, school, community, state, and country. **SS-E-1.3.2** The U.S. government guarantees certain	**SS-M-1.3.1** The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.	**SS-H-1.3.1** The rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. **SS-H-1.3.2** The rights of an individual (e.g., Freedom of Information Act, privacy) may, at times,

rights (e.g., freedom of religion, freedom of press) such as those found in the Bill of Rights, the first ten amendments to the U.S. Constitution.		be in conflict with the responsibility of the government to protect the "common good" (e.g., national security, environmental regulations, censorship).

Government and Civics (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
All citizens of the United States have certain responsibilities as members of a democratic society.		
SS-E-1.3.3 In order for a democratic form of government to function, citizens must play an active and responsible role (e.g., participating in election process, obeying the law).	**SS-M-1.3.2** In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.	**SS-H-1.3.3** In order for the U.S. government to function as a democracy and preserve individual rights, citizens must assume responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as a juror; paying taxes; complying with local, state, and federal laws; serving in the armed forces) for its functioning.

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

Culture and Society

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

Academic Expectation 2.16: Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Academic Expectation 2.17: Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.		
SS-E-2.1.1 Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups. **SS-E-2.1.2** Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.	**SS-M-2.1.1** Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.	**SS-H-2.1.1** Philosophy, religion, values, technology, and behavior patterns help define culture.
Different cultures address human needs in similar and different ways.		
SS-E-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	**SS-M-2.2.1** All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	**SS-H-2.2.1** All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

Culture and Society (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.		
SS-E-2.3.1 Various human needs are met through interaction in and among social groups (e.g., family, schools, teams, and clubs).	**SS-M-2.3.1** Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).	**SS-H-2.3.1** Various human needs are met through interaction in social institutions (family, religion, education, government, economy).
Social interactions among individuals and groups assume various forms.		
SS-E-2.4.1 As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur. **SS-E-2.4.2** Compromise and cooperation are tools for social interaction.	**SS-M-2.4.1** Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop. **SS-M-2.4.2** Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.	**SS-H-2.4.1** As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur. **SS-H-2.4.2** Compromise and cooperation are characteristics that may influence social interaction (e.g., peace studies, treaties, conflict resolution).

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

Economics
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.

Academic Expectation 2.18: Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
The basic economic problem confronting individuals and societies is the scarcity or imbalance between unlimited wants and limited resources available for satisfying those wants.		
SS-E-3.1.1 Scarcity requires people to make choices about using goods, services, and limited resources. **SS-E-3.1.2** Consumers use goods and services to satisfy economic wants and needs. **SS-E-3.1.3** Every time a choice is made, an opportunity cost is incurred. Opportunity cost refers to what is given up when an economic choice is made.	**SS-M-3.1.1** Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity). **SS-M-3.1.2** To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost.	**SS-H-3.1.1** Scarcity of resources necessitates choices at both the personal and societal levels. **SS-H-3.1.2** Federal, state, and local governments have limited budgets, so they must compare revenues to costs when planning public projects. **SS-H-3.1.3** To make informed choices, consumers must analyze advertisements, consider personal finances (including the importance of savings, investment, and use of credit), and examine opportunity cost.

Economics (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
To deal with the problem of scarcity, people and societies create economic systems and institutions.		
SS-E-3.2.1 Economic systems can be large (e.g., U.S. economy) or small (e.g., individuals and households). **SS-E-3.2.2** The U.S. economic system has financial institutions (e.g., banks). **SS-E-3.2.3** The U.S. economic system is based on free enterprise where businesses seek to make profits by producing or selling goods or services. **SS-E-3.2.4** Profit is the difference between revenues and the costs entailed in producing or selling goods or services.	**SS-M-3.2.1** Economic systems include traditional, command, or market. Modern economies use a "mixed system" that has features of all three. **SS-M-3.2.2** The hope of earning profit motivates businesses to take the risks involved in producing goods and services.	**SS-H-3.2.1** Economic systems can be evaluated by their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth. **SS-H-3.2.2** Economic institutions include such organizations as corporations, labor unions, banks, stock markets, cooperatives, and partnerships. **SS-H-3.2.3** Individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize profit, workers try to maximize income, savers and investors try to maximize return).
Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.		
SS-E-3.3.1 A market exists whenever buyers and sellers exchange goods and services. Prices and availability of goods and services are determined by supply and demand. **SS-E-3.3.2** The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.	**SS-M-3.3.1** Prices of goods and services are determined by supply and demand. The market price is reached when quantity supplied equals quantity demanded. **SS-M-3.3.2** Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save. **SS-M-3.3.3** Competition among buyers and sellers impacts the price of goods and services.	**SS-H-3.3.1** Numerous factors influence the supply and demand for products (e.g., supply - technology, cost of inputs, number of sellers; demand - income, price of similar products, consumers' preferences). **SS-H-3.3.2** Specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions). **SS-H-3.3.3** The level of competition in a market is largely

		determined by the number of buyers and sellers.

Economics (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
		SS-H-3.3.4 Laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States.

All societies deal with questions about production, distribution, and consumption.

SS-E-3.4.1 Producers create goods and services; consumers make economic choices about which ones to purchase. **SS-E-3.4.2** The government provides goods and services (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, grocery stores) for profit. **SS-E-3.4.3** Producers who specialize create specific goods or services (e.g., computer games, tennis shoes, movie theatres).	**SS-M-3.4.1** The basic economic issues addressed by producers are production, distribution, and consumption of goods and services. **SS-M-3.4.2** Productivity can be improved by specialization, new knowledge, and technology/tools. **SS-M-3.4.3** Personal, national, and international economic activities are interdependent.	**SS-H-3.4.1** An entrepreneur is a person who organizes and manages a business and/or enterprise usually with considerable initiative and risk. **SS-H-3.4.2** Technological change and investments in capital goods and human capital/resources increase productivity. **SS-H-3.4.3** Investments in capital goods and labor can increase productivity but have significant opportunity costs. **SS-H-3.4.4** The interdependence of personal, national, and international economic activity often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues).

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

Geography

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectation 2.19: Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Note: Physical geography is also assessed in the science section of KCCT.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.		
SS-E-4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information. **SS-E-4.1.2** Every point on Earth has an absolute location defined by latitude and longitude, and a relative location as compared to other points on Earth's surface. **SS-E-4.1.3** *Mental maps are used to demonstrate where things are and how they are arranged.* **SS-E-4.1.4** After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth's surface. **SS-E-4.1.5** Different factors in one location can have an impact on another location (e.g., natural disasters, damming a river).	**SS-M-4.1.1** Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses. **SS-M-4.1.2** Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas.	**SS-H-4.1.1** Representations of Earth and databases can be used to analyze the distribution of physical and human features on Earth's surface. **SS-H-4.1.2** *Mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.* **SS-H-4.1.3** The location and distribution of human features on Earth's surface are based on reasoning and patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion).

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

Italicized items will not be assessed at this time.

Geography (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.		
SS-E-4.2.1 Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water). **SS-E-4.2.2** Regions are areas that have one or more physical or human characteristics in common (e.g., physical: geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, the Cornbelt, Amish country).	**SS-M-4.2.1** Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features. **SS-M-4.2.2** Places and regions change over time as new technologies, resources, and knowledge become available. **SS-M-4.2.3** Regions can be different in size and defined in different ways.	**SS-H-4.2.1** Places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region). **SS-H-4.2.2** Physical characteristics create advantages and disadvantages for human activities in a specific place. **SS-H-4.2.3** People can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor). **SS-H-4.2.4** People from different cultures or with different, perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict.
Patterns emerge as humans move, settle, and interact on Earth's surface.		
SS-E-4.3.1 Human populations gather in groups of different sizes and in different locations in the world. **SS-E-4.3.2** Humans usually settle where there are adequate resources to meet their needs (e.g., areas with water, fertile land, protected land, different modes of transportation).	**SS-M-4.3.1** Human settlement develops in different ways based on the culture and needs of settlers. **SS-M-4.3.2** Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.	**SS-H-4.3.1** Humans tend to settle in or near urban areas, depending on the availability of resources (e.g., jobs, markets, industry); therefore, urban areas vary in size, arrangement, and function. **SS-H-4.3.2** Human migration has major physical and cultural impacts and can be the result of pressures or events that push populations from one place or pull them to another (e.g., push

SS-E-4.3.3 Technology allows humans to settle in areas previously inaccessible.		factors such as famines or military conflicts; pull factors such as climate or economic opportunity).

Geography (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
		SS-H-4.3.3 Technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, or rivers).

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

SS-E-4.4.1 People depend upon the physical environment for food, shelter, and clothing. **SS-E-4.4.2** People adapt to or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs. **SS-E-4.4.3** The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes). **SS-E-4.4.4** People may have different perspectives concerning the use of land (e.g., building developments, cutting down rain forest for	**SS-M-4.4.1** Technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area). **SS-M-4.4.2** The physical environment both promotes and limits human activities (e.g., exploration, migration, trade). **SS-M-4.4.3** The natural resources of a place or region impact its political, social, and economic development. **SS-M-4.4.4** Individual perspectives impact the use of natural resources (e.g., watering lawns,	**SS-H-4.4.1** Humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. **SS-H-4.4.2** Human modification of the physical environment (e.g., a canal's impact on trade, clearing of rain forest reducing oxygen production, damming a river and its impact on climate) has possible global effects. **SS-H-4.4.3** Natural disasters may affect decisions relative to human activities (e.g., adopting building codes, buying flood insurance).

farming).	planting gardens, recycling paper).	**SS-H-4.4.4** Group and individual perspectives impact these of natural resources (e.g., mineral extraction, land reclamation).

History
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

Academic Expectation 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
History is an account of human activities that is interpretive in nature.		
SS-E-5.1.1 Accounts of historical events are influenced by the perceptions of people and passing of time. **SS-E-5.1.2** History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, time lines). **SS-E-5.1.3** Historical events have multiple causes.	**SS-M-5.1.1** Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events. **SS-M-5.1.2** Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history. **SS-M-5.1.3** History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.	**SS-H-5.1.1** Interpretations of history are subject to change as new information is uncovered. **SS-H-5.1.2** Primary sources allow individuals to experience history from the perspectives of people who lived it. **SS-H-5.1.3** Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

NOTE: ***The next two assertions for history focus on United States and World History and align with*** **the Program of Studies for Kentucky's Schools, P-12.** ***The individual bullets do not align across the page as they do in the other areas of the Core Content for Social Studies Assessment. Instead, they reflect a division of historical periods among the three grade levels as described below.***

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

The study of history at this level includes an overview of Kentucky and the United States from beginning to present day.	The study of history at this level includes U.S. History to Reconstruction and World History to 1500.	The study of history at this level includes U.S. History from Reconstruction to present day, and World History from 1500 to the present.

Core Content for Social Studies Assessment
Primary through Grade 11 with Assessments at Grades 5, 8, and 11

History (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
The history of the United States is a chronicle of a diverse people and the nation they formed.		
SS-E-5.2.1 Native American cultures, both in Kentucky and the United States, had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing). **SS-E-5.2.2** People explored and settled America and Kentucky for multiple reasons (e.g., freedoms, opportunities, fleeing negative situations). **SS-E-5.2.3** The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education). **SS-E-5.2.4** The study of U.S. history is categorized into broad historical periods and eras (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrialism, the Twentieth Century). **SS-E-5.2.5** Symbols (e.g., state and national flags), slogans, monuments/buildings, patriotic songs, poems (e.g., the Pledge of Allegiance), and selected readings (e.g., Gettysburg Address) are used to describe or illustrate important ideas and events in Kentucky and American history.	**SS-M-5.2.1** America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century. **SS-M-5.2.2** The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation. **SS-M-5.2.3** The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement). **SS-M-5.2.4** Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.	**SS-H-5.2.1** Disagreements over how Reconstruction should be approached and its various programs led to conflict, constitutional crisis, and limited success. **SS-H-5.2.2** The rise of big business, factories, mechanized farming, and the labor movement transformed the lives of Americans. **SS-H-5.2.3** After the Civil War, massive immigration and United States foreign policies created new social patterns, conflicts, and ideas about national unity amid growing cultural diversity. **SS-H-5.2.4** During the Progressive Movement, World War I, and the Twenties, Americans experienced significant social, political, and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms). **SS-H-5.2.5** The Great Depression, New Deal policies, and World War II transformed America socially and politically at home and reshaped its role in world affairs.

History (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
SS-E-5.2.6 The United States, Canada, and Mexico have basic similarities and differences (e.g., indigenous peoples, immigrants, colonial backgrounds, cultural characteristics).		**SS-H-5.2.6** After World War II, America experienced economic growth (e.g., surburban growth); struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). **SS-H-5.2.7** In the 20th century, the United States has assumed a role in the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War).
The history of the world is a chronicle of human activities and human societies.		
World History is not assessed at the elementary level.	**SS-M-5.3.1** As early hunters and gatherers developed new technologies, they settled into organized civilizations. **SS-M-5.3.2** The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. **SS-M-5.3.3** The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature. **SS-M-5.3.4** Developments during the Middle Ages (feudalism, nation states, monarchies, religious	**SS-H-5.3.1** During the Renaissance and Reformation, humans began to rediscover the ideas of the Classical Age and to question their place in the universe. **SS-H-5.3.2** New ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and significant changes to other regions of the world. **SS-H-5.3.3** An Age of Revolution brought about changes in science, thought, government, and industry that shaped the modern world. **SS-H-5.3.4** Nationalism, militarism, and imperialism led

	institutions, limited government, trade, trade associations, capitalism) influenced modern societies.	to world conflicts, economic booms and busts, and the rise of totalitarian governments.

History (continued)

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 11)
	SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.	**SS-H-5.3.5** After World War II, the United States and the Soviet Union emerged as world super powers; a Cold War developed; and new nations formed in Africa, Asia, Eastern Europe, and the Middle East. **SS-H-5.3.6** The second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy).

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").